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ABSTRACT

In 1993, Utah migrant education summer programs in 10 school districts provided education and support services to 2,045 children of seasonal and migrant farmworkers. Although the program is federally funded, school districts provided various support services, such as transportation, use of staff, availability of school buildings, availability of computer labs and books, and other resources. Services to children aged 3-21 included: (1) health physicals; (2) reading, math, language arts, and career awareness activities; (3) English language instruction; (4) social skills training; and (5) meals. The State Education Agency implemented an evaluation process in which the 10 school districts reported on 7 "desired outcomes" with respect to early childhood education; secondary education; parental involvement; two support services such as health, nutrition, or transportation; and two academic subjects such as math, reading, or social studies. This report lists desired outcomes and results of on-site evaluations for each school district. Appendices list parent activities, chart demographic data on the migrant students, chart numbers of students receiving various instructional and support services, and provide a table of results of desired outcomes by district. (KS)

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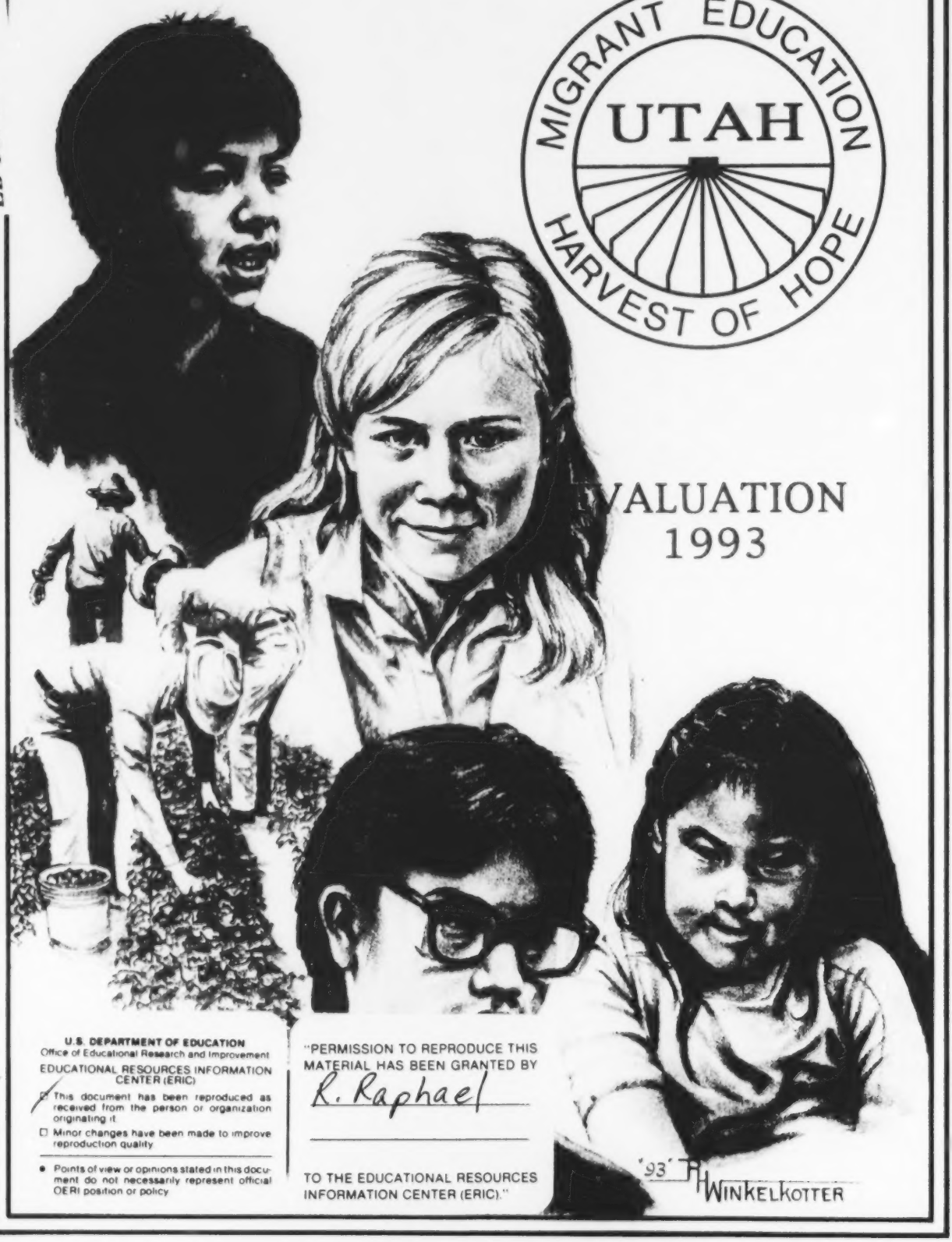

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Summer 1993

UTAH MIGRANT EDUCATION
ANNUAL SUMMER EVALUATION REPORT

UTAH STATE OFFICE OF EDUCATION
250 East 500 South
Salt Lake City, Utah 84111

Scott W. Bean
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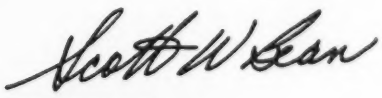
FOREWORD

This Evaluation Report is prepared under the authority of the United States Department of Education (Public Law 100-297).

In a continuing effort to provide a valuable education for all students who attend the Migrant Program, the SEA (State Education Agency) has modified required LEA (Local Education Agency) procedures which will directly affect migrant children. The LEAs now submit "Desired Outcomes" to the SEA, stating their educational objectives to be met during the summer. The "Desired Outcomes" are written according to the individual needs of each program. The Utah State Office of Education supports the changes made by the Migrant SEA and encourages further innovations which are made in the best interest of migrant children.

While it is a federal requirement to "conduct an evaluation of the Chapter 1, Migrant Education Program in the State . . . and make public the results of that evaluation," this report was compiled to provide information about educational programs for children of migratory agricultural workers. The gathering of information for this narrative comes from the following areas: curriculum, nonacademic activities, observation, documentation of events, basic educational statistics with a special focus on preschool education, parent involvement and secondary education. Another important reason for evaluating progress is to give staff a sense of pre-assessment information so that the program can continue to provide the most effective instruction.

The Utah State Office of Education recognizes its responsibilities to migrant children and will continue to provide the necessary support for this program. Commitment to the continuance of education and support services for migrant children will be maintained in providing quality programs in the State Of Utah.



Scott W. Bean
State Superintendent
of Public Instruction

Executive Summary

There are ten local Migrant Education Sites throughout the state of Utah: Alpine, Box Elder, Cache, Davis, Iron, Jordan, Millard, Nebo, North Sanpete, and Ogden, each providing summer-only education with the exception of Jordan, which serves migrant students on a year-round basis.

Migrant Education is a federally subsidized program for disadvantaged students of parents who are employed in seasonal farm work activity. In Utah, Migrant Education is a summer-only program. While the program is federally funded, school districts provide various support services, such as transportation, use of staff, availability of school buildings, availability of computer labs and books, and other valuable resources. Migrant Education provides education and support services to children of migrant parents. It is specifically designed to meet the individual needs of children from preschool through high school, including post secondary education, ages 3-21. Children of migrant parents have their education interrupted frequently as the families move from state to state. This mobility places these children at a distinct disadvantage in their school work.

Some of the special services provided for these children include health physicals, reading, math, language arts, career awareness activities, instruction in the English language, appropriate social skills, and adequate nutrition provided through special lunch and breakfast programs. Funds are allocated to districts according to enrollment statistics, number of staff, review of program offerings, and fiscal status.

The SEA Migrant Education Program implemented a "Desired Outcomes" process for evaluating programs and student achievement for the 1993 summer program. The SEA (State Education Agency) required the 10 LEA (Local Education Agency) projects to address the Desired Outcomes they wish to address from the list of seven identified by the SEA. The seven Desired Outcomes were: Early Childhood Education, Secondary Education, Parental Involvement, two Support Services such as health, nutrition, and transportation and two Academic Objectives such as math, reading, and social studies. The results of these Desired Outcomes are listed throughout the report.

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What Is The Migrant Education Program?

Migrant Education is a federally subsidized program for disadvantaged students of parents who are employed in seasonal agricultural work and move frequently to follow seasonal farm work activity. Migrant Education supplements students' regular education programs during the summer when they are present within the community. In Utah, Migrant Education is a summer-only program. While the program is federally funded, school districts provide various support services, such as: transportation, staff, availability of school buildings, availability of computer labs and books, and other valuable resources.

What Is The Purpose Of Migrant Education?

Migrant Education provides education and support services to children of migrant parents. It is specifically designed to meet the individual needs of children from preschool through post secondary education, ages 3-21. Children of migrant parents have their education interrupted frequently as the families move from place to place. This mobility places these children at a distinct disadvantage in their school work.

Some of the special services provided for these children include health physicals; reading, math, language arts; career awareness activities; instruction in the English language; appropriate social skills; and adequate nutrition provided through special lunch and breakfast programs.

How Is The Program Funded?

Federal funds totally support the program. Funds are allocated to districts according to enrollment statistics, number of staff, review of program offerings, and fiscal status. Some services are provided at no cost from organizations such as the Department of Health and the Salt Lake Community Health Services at the on-site health clinics. Districts also provide a variety of support services free of charge to the program.

Who Is Eligible To Participate In The Migrant Education Program?

Children are considered eligible to participate in the Migrant Education Program if their parents are agricultural workers and employed in temporary or seasonal agricultural activities. "Currently Migratory" students must have moved from one school district to another within the last twelve months to receive priority consideration in the Utah program.

Eligiblity Continued...

Children who have lived in the same area for twelve or more months and were served or would have been eligible to be served are "Formerly Migrant" and are eligible to participate in the program. After living in the same location for six years, however, the students are no longer considered to be migrant and are not eligible for migrant services.

The Certificate Of Eligibility (COE) is the document used by the State of Utah to identify eligible migrant children and to enroll them in the Migrant Student Record Transfer System (MSRTS) data bank. As part of the "checks and balances" procedure to ensure that all required information is handled as responsibly as possible, the State Recruiter reviews all COEs and provides on-going training and in-service to the local recruiters.

How Students Are Recruited?

The Utah Migrant Education program has consistently increased its enrollment due to the effective recruitment effort. At each of the sites, local programs hire and train individuals who canvas the areas to identify and enroll eligible students who move from place to place with their parents. The recruiter at each site spends valuable time with the migrant families, establishing a positive line of communication and trust between the school and parents. This focus has resulted in a slow but continuous growth for the Utah program. Inasmuch as the state generates funding by the number of students identified and served, funding has also paralleled the increase of students served.

Where Do The Students Come From?

Utah has the potential of having students from all of the states in the nation. The largest percentage, however, comes from Texas, Arizona, and California, with a significant increase in the number who come directly from Mexico. Students who move regularly from state to state are served first in accordance with regulations and statutes.

How Are Migrant Students Tracked From One State To Another?

The MSRTS (Migrant Student Record Transfer System) is a national computer network which was created to facilitate the transfer of migrant student education and health records. As children enter Utah and are determined to be eligible for migrant programs, they receive a unique MSRTS student identification number which is used in tracking them when they move to other locations or states.

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Tracking Continued...

As data is gathered, such as enrollment, individual student progress, testing, health, skills, and secondary credits, it is transmitted to the national data bank in Little Rock, Arkansas. When migrant children move, information is sent to the new school upon enrollment.

What Support Services Are Provided Throughout The Migrant Program?

A continuing effort is made to coordinate with other programs and agencies in providing support services to migrant children and their families. Areas in which such coordination occurs include preschool facilities, nutrition, outreach and transportation, food services, medical and dental services. Some of the agencies with which the SEA and LEAs have coordinated services include the following:

- Adult Education
- Alpine District Center For Credit Accrual
- Bookmobile
- Brigham Young University
- Catholic Community Services
- Child Nutrition
- Community Food Banks
- Corazon Program (Davis County Mental Health)
- Department of Economic and Community Development
- Family Health Services
- Family Support Center
- Farm Bureau
- Homeless Services
- Head Start
- IHRD/Institute of Human Resource Development
- JTPA/Job Training Partnership Act
- Local Businesses (Coca-Cola, NuSkin, Deseret Ind.)
- Local Community Churches
- Local Hospitals
- Local School Building Facilities and Staff
- Office of Job Training for Economic Development
- P.A.S.S./Portable Assisted Study Sequence Program
- Program Coordinating Center (Interface)
- Public County Libraries
- Red Cross
- RIF/Reading Is Fundamental
- Rural Technical Assistance Center
- Salt Lake Community Health Services
- Southern Utah State University
- Sterling Scholars Program
- Technical Assistance Center
- University of Utah
- Vocational Education
- Weber State University

What Is A Desired Outcome?

A Desired Outcome is used by the LEAs to state a goal or objective which the migrant children will accomplish during their participation in the summer program. A Desired Outcome statement contains the following elements:

- **Goal:** What the LEA wants the migrant children to accomplish during the summer program.
- **Outcome Indicater:** What the LEA will use to measure success.
- **Standard or performance level:** What level of success is showing substantial progress.
- **Time Frame:** When will the LEA achieve the Desired Outcome and measure it.

Each local program in the State of Utah was required to submit seven Desired Outcomes which best suit its individual needs. The goals and objectives must be met within the time-frame of the summer program. The SEA has given direction to the LEAs by providing seven areas which the LEAs must address when writing its Desired Outcomes. The seven areas include the following:

- 1 Objective Regarding Early Childhood/Preschool
- 1 Objective Regarding Secondary Education
- 1 Objective Regarding Parental Involvement
- 2 Objectives Regarding Support Services
- 2 Objectives Regarding Regular Education Activities (such as reading and math)

As part of the LEA application, the ten LEAs submit the written Desired Outcomes to the SEA for approval in meeting the required and appropriate activities.

The Seven Desired Outcomes In Action, Throughout The Ten Programs

Early Childhood Objective:
The Utah Migrant Program is serving approximately three hundred and seventy children, ages three to five. The teachers and assistants are using a variety of approaches in teaching academic skills, social skills, large and small motor skills, and good thinking skills to the children in the preschool programs. Throughout each program, preschool staff have assessed the individual needs of all children and directed instructional techniques toward the students' strengths and weaknesses.

Desired Outcomes In Action Continued...

Secondary Objective:
Throughout Utah's ten programs, secondary students are being served in a number of ways. Many students in grades 7-12 are exposed to career awareness activities, which included discussions with community professionals regarding higher education and possible career opportunities.

Secondary students who are behind on their graduation requirements, due to their mobility or other factors, are given the opportunity to earn graduation credit during the summer program through a number of different ways. Students are able to work with teachers and recruiters at the migrant schools who make contact with the students' regular schools in making sure the student is given the appropriate credit earned. Students also worked through the P.A.S.S. (Portable Assisted Study Sequence) program and other high school credit accrual programs, in accruing graduation credit. Throughout the Migrant Program, over 75 students were enrolled in one of these programs, accruing credit in a variety of different subjects.

Parental Involvement Objective:
The support of parents throughout the ten migrant programs in Utah is an extremely important component of the program. Each LEA is responsible for arranging two parent meetings during the summer program. The meetings are directed towards increasing parental involvement within the schools and receiving suggestions and questions regarding the local migrant program. The SEA attended four of the parent meetings throughout the state, handing out pamphlets regarding child development, support services, parenting tips, educational activities, and information regarding changes made at the LEA and SEA.

The ten local programs receive support from parents in other ways as well, such as: volunteering in the classroom, volunteering on field trips and in the lunchroom, assisting with physical examinations intended for their children, serving on the PAC (Parent Advisory Committee) giving input regarding program changes, organizing major projects, and acting as a liaison between the parents and the local school staff.

Support Services Objectives:
The SEA recognizes the importance of utilizing support services which are provided to the migrant students from both the local school staff and persons from the local communities. The LEAs are receiving a variety of support

Desired Outcomes In Action Continued...

services from community agencies which assist in the well being of migrant students and families, including health services, free lunch and breakfast, field trips, swimming lessons, classroom volunteers, job training, career awareness activities, access to public library systems, dance and theater classes offered through local universities, and many more. (*Refer to the previous list on page 3 in the report regarding local agencies which offer support services to the migrant program.*)

Regular Education Objectives:
The ten LEAs are placing much emphasis on the importance of improving math, reading, writing, and speaking skills. All local programs have created an effective program which individualizes instruction for migrant students in all subject areas. Students have been given the opportunity to receive a variety of supplemental activities related to the subject areas listed above, such as: computer labs for reading, writing, math, math manipulatives, real life experiences with math, writing in journals, creative writing, and reading books of their choice from the bookmobile and public libraries.

How Are Local Programs and Desired Outcomes Evaluated?

On-site evaluations are completed each year during the operation time of each program. Teams of specialists visit each program and complete a monitoring form developed by the SEA using the individual LEA Desired Outcomes which were submitted to the SEA. The staff at each local Migrant Program site is given immediate feedback through a debriefing meeting at the conclusion of the visit. The team then submits their observations and recommendations to the State Migrant Education staff and a formal letter is drafted, outlining the findings of the on-site review visit. The letter is then reviewed by the State Director of Migrant Education and sent to each local program.

Team members are representatives from various education programs and services at the SEA. Teams for the 1993 Summer On-Site Review Visits consisted of the following staff members:

- **Debbie Andrews:** Teacher, Chapter 1
- **Richard Burbidge:** Specialist, Chapter 1
- **Shirley Cannon:** Secretary/MSRTS Data Entry Specialist
- **Boone Colegrove:** Specialist, Program Approval/ Drivers Ed.
- **Jan Dickson:** Specialist, Carl Perkins Program

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Team Members Continued...

- **Peggy Frisby:** Utah Public Educ. Foundation/Volunteerism
- **Les Haley:** Specialist, Fiscal & Data Management for Special Education
- **Joyce Hansen:** Specialist, Accreditation/International Education
- **Ken Hennefer:** Specialist, Transition & Applied Technology for Special Needs Populations, Homeless Educ
- **Cheryl Hostetter:** Specialist, Special Education Admin/ At Risk Programs
- **Gail Johnson:** Director, Principals Academy
- **Richard Keene:** Research Consultant
- **Gary Lloyd:** Director, Utah Center For Families In Educ.
- **Kathy Mannos:** State NDN Facilitator
- **Joan Patterson:** Specialist, Foreign Language/Chapter 2
- **Charleen Pierce:** Executive Secretary/Curriculum
- **Randy Raphael:** Research Librarian
- **Lisa Rausher:** Intern/Migrant Education
- **John Ross:** State Coordinator, Chapter 1
- **Dale Sheid:** Specialist, Learning Disabilities/ Communication Disorders
- **Mary Shumway:** Specialist, Home Economics/Family Life Education
- **Jan Tyler:** Education Specialist
- **Mary Ann Williams:** Specialist, At Risk Services
- **Karl Wilson:** Specialist, Chapter 1

Where Are The Ten Migrant Education Programs Located In Utah?

There are ten migrant education sites in Utah: Alpine, Box Elder, Cache, Davis, Iron, Jordan, Millard, Nebo, North Sanpete, and Ogden. Each provides migrant children with exceptional educational opportunities. All of the districts, with the exception of Jordan, have a summer-only program.

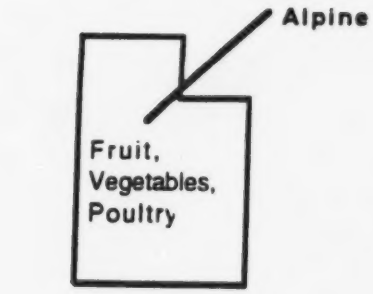
District	Director	LEA Address
Alpine	Victoria Anderson	Cherry Hill Elementary Karl Bowman 250 East 1650 South Orem, UT 84057
Box Elder	Charles Woolums	Bear River Elementary John Madsen 5820 North 4800 West Bear River, UT 84301
Cache-	Chad Downs	Sunrise Elementary Boyd Jensen 225 South 455 East Smithfield, UT 84335
Davis	Les Broadhead	Clinton Elementary

LEA Locations Continued....

		Les Broadhead 1101 West 1800 North Clinton, UT 84015
Iron	Wayne Mifflin	Escalante Valley Elementary Richard Webster Star Route Box 38 Beryl, UT 84714
Jordan	Ilona Pierce	Midvale Elementary Dave Marasco 385 East Center Midvale, UT 84047
Millard	Barbara Nielson	Delta South Elementary 450 South Center Delta, UT 84624
		Fillmore Elementary Judy Krause 430 South 500 West Fillmore, UT 84631
Nebo	Lynn Jones	Parkview Elementary Bernardo Villar 360 South 100 East Payson, UT 84651
		Payson Jr. High 1025 South Highway 91 Payson, UT 84651
North Sanpete	Reed Miller	Mt Pleasant Elementary Reed Miller 55 East 100 South Mt Pleasant, UT 84647
Ogden	John Ulibarri	Dee Elementary Julio Cortez 550 East 22nd Street Ogden, UT 84401

Observations and Comments from the 1993 On-Site Review Visits:

The following statements are the results of the extensive evaluations, observations, discussions, and debriefings, completed by the SEA team members, regarding the ten Migrant Programs in the State of Utah.



Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	117	12	90%
Secondary	81	6	93%
Regular Educ. #1	153	28	84%
Regular Educ. #2	153	28	84%
Parent Involvement	150	30	83%
Support Services #1	300	52	85%
Support Services #2	81	10	89%
Total	1035	166	86%

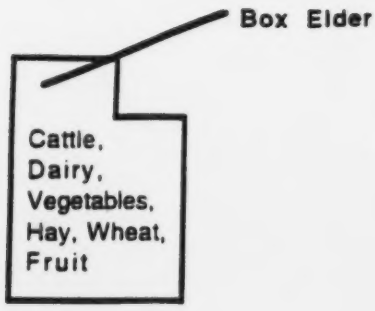
Alpine: Seven Desired Outcomes (briefly stated):

1. Children ages 3-5 will experience developmentally appropriate activities that will be measured by checklists.
2. Students in grades 1-8 will receive an enriched program in reading, language arts, math, grammar, and writing.
3. Students in grades 9-12 will work towards accruing up to .25 credits for graduation requirements.
4. A Parent Advisory Committee will be established and a minimum of two parent meetings will be held during July.
5. Educational activities will be planned by parents, education institutions, recruiters, teachers, and administrators.
6. All migrant children will be involved with guidance and counseling activities at least once during the summer.
7. Health clinics will be held to improve and monitor the health and welfare of migrant students.

The Alpine Migrant Program has two hundred thirty (230) students who are attending on a daily basis. The director and staff at Cherry Hill Elementary truly care about the students and provide many opportunities to show this caring attitude. Most of the teachers and staff at the local site are bilingual, which has given the students a feeling of being wanted and welcomed within the school. Students in grades preschool -12 who need additional assistance in speaking English are attending the ESL class for students of all ages.

Teachers are making an effort to use a variety of teaching strategies and to individualize instruction for all students in the elementary grades. Teachers are to be commended for their efforts in building the self confidence of the many children involved. Students in the secondary program are attending the Mountain View High School Center for Credit Accrual. Students work at their own pace, completing packets in pre- algebra, algebra, geometry, and English grammar. Secondary students have also been given the opportunity to participate in a "career day" at Brigham Young University regarding higher education and career opportunities. Teachers in the preschool program are providing a variety of activities which foster both small and large motor skills. Teachers are very positive, constantly reinforcing appropriate classroom behavior and good social skills, while still providing an appropriate amount of academic activities.

Students are invited to participate in two preliminary health clinics and two complete physicals, which are supported by instruction from teachers regarding dental care, food and nutrition, and good personal hygiene. The local site receives positive support from migrant parents in the classroom, lunchroom, and decision making. The Migrant Program has in place a Parent Advisory Committee (PAC) which acts as a liaison between migrant families and school staff. Parents feel very comfortable with the staff and principal at the elementary school, and as a result, there has been an open line of communication.



Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	5	4	55%
Secondary	29	12	71%
Regular Educ #1	135	133	50%
Regular Educ #2	135	103	57%
Parent Involvement	185	150	55%
Support Services #1	164	148	49%
Support Services #2	656	459	59%
Total	**1309**	**1009**	**56%**

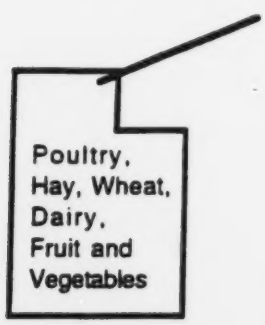
Box Elder: Seven Desired Outcomes (briefly stated):

1. Parents will become more involved with the local program and their children's educational program.
2. A large amount of instruction in all grades will be geared towards math skills and concepts.
3. A large amount of instruction in all grades will be geared towards reading skills and comprehension.
4. Secondary students will be encouraged to work on and obtain graduation credits during the summer program.
5. One hundred percent of preschool aged migrant children will be served, if willing and able.
6. Students will be given the opportunity to participate in educational field trips.
7. Students will become more knowledgeable about computers.

Bear River Elementary is doing an excellent job in giving each child who attends its program an individualized and student-centered education. In addition to the one hundred seventeen (117) students at Bear River Elementary, Box Elder District is also providing home services for twenty (20) migrant students in Snowville, Utah.

It was observed that students in the elementary grades are receiving instruction in areas such as math, reading, computers, keyboarding, English, writing, language arts, and science. Teachers are using a variety of instructional strategies to increase student comprehension. Students in the secondary program are given the opportunity to earn graduation credit in areas such as biology, life science, physical education, and language arts. Students work closely with their regular school year counselor and the migrant secondary education teacher in individualizing their education according to their needs and requirements for graduation credit. Students in the preschool program are involved with a variety of subject areas such as reading, math, computers, colors, numbers, and dance. All teaching strategies are individualized to meet the academic needs of all children in the preschool. The Box Elder Migrant Program works closely with the Migrant Head Start program in serving all children in the community ages three to five years old.

In addition to the preliminary health screenings and the complete physicals offered to the migrant students, the local site has one nurse and one psychologist who are on-call full time in case of an emergency. In order to enhance the advancement of computers within the migrant program, the local site has available to them a computer specialist and a computer lab including twenty six terminals and two printers. Positive and frequent communication with parents, initiated by the migrant staff, has increased parental involvement and created positive relations. The school receives much support from parents in the way of volunteering for field trips, assisting with the health services, and responding to problems within the school either by phone or in person.



Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	63	17	79%
Secondary	9	8	52%
Regular Educ #1	121	19	86%
Regular Educ #2	86	54	61%
Parent Involvement	65	75	46%
Support Services #1	65	75	46%
Support Services #2	150	0	100%
Total	**559**	**248**	**69%**

Cache: Seven Desired Outcomes (briefly stated):

1. Students in kindergarten and first grade, will master reading skills outlined in the Cache District core curriculum guide.
2. Secondary students will meet with the outreach worker at the LEA and evaluate their SEOP (Student Education Occupation Plan).
3. Meetings will be set up to increase parental involvement.
4. Students will check out books from the Sunrise Media Center and read a minimum of five books.
5. Students in the upper elementary and secondary grades will be given an extensive course on fractions.
6. A Health Outreach Worker will be in place to work with the Migrant Health Services in providing health services to migrant students and their families.
7. Students will meet with the School Counselor and Outreach Worker to discuss graduation accrual and requirements.

This is the first year the Cache School District has conducted its program at Sunrise Elementary School. The migrant staff has made great progress in obtaining assistance and the use of building facilities from the regular school year principal and staff. The program has grown tremendously to presently having over three hundred (300) students enrolled, with one hundred forty seven (147) students attending on a daily basis. Their efforts are commendable.

In addition to the students' regular reading and math activities, students in the elementary grades are using the computers for both the reading and math programs. Teachers are using a variety of teaching strategies, including cooperative learning, to meet the students' individual needs. Secondary students are being assisted by two outreach workers in obtaining graduation credit and looking at higher education and career opportunities. One student is earning credit by tutoring in the lower grade levels on a daily basis. This program has been individualized to keep this particular student in school. Students in the preschool program are receiving individualized instruction in areas such as writing and drawing, recognizing letters and colors, cutting with scissors, free play, and using building blocks and Lego toys. Students are read to on a daily basis and then allowed to lie down and look through any book they choose. Because of the low student-teacher ratio, children are provided with special attention which enhances a good learning environment.

Migrant students at the Cache program receive health services including preliminary screenings, complete physicals, TB tests, hearing, dental, and eye exams. The students have also been given the opportunity to check out books from the school media center. Students have been encouraged to read because of this exceptional support service. Continuous contacts have been made by the outreach workers to parents of migrant students, and as a result, parental involvement has increased and a trust level between the school and migrant families has evolved.

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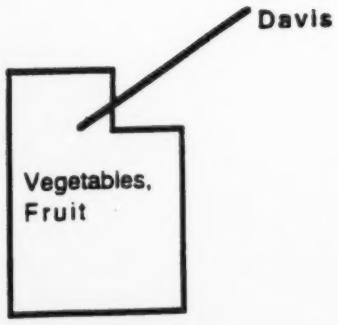


Davis: Seven Desired Outcomes (briefly stated):

1. A Student Education Plan (SEP) will be written for every student, concerning their individual needs.
2. Students will receive help to strengthen reading skills.
3. Students will receive instruction on English communication, including listening, reading, writing, and oral language.
4. Students will receive help to strengthen math skills.
5. Students who are non-swimmers will learn how to swim.
6. Secondary students will participate in math, reading, lang arts, oral lang, career awareness and swimming.
7. Preschool children will grow in areas such as socio-emotional, language and literacy, cognitive, physical, and aesthetic development.
8. Parents will help with volunteering, writing the SEP, and giving input regarding the Migrant Program.

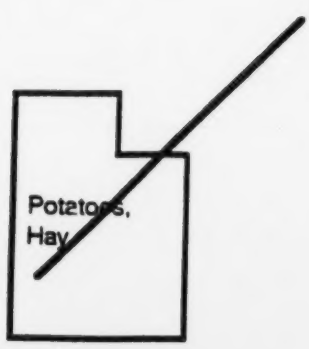
Davis District has currently enrolled ninety seven (97) students in its Migrant Summer Program. All staff at Clinton Elementary are dedicated to consistently providing a valuable education to all students attending the summer program. In an effort to provide an individualized education for all students, the staff at the local site are trying to complete a SEP (Student Education Plan) on each student in the program. Both students and parents are involved in setting goals and desired accomplishments for the upcoming summer program. Teachers then strive to meet these desired goals throughout the summer.

In the lower elementary grades, students are receiving a literature-based reading program, where students choose their own reading books. Students are involved with realistic math activities, such as: students receiving play money and newspaper ads, in which they are required to go grocery shopping and keep a budget. Upper elementary and secondary students are receiving a "real-life" math program as well; for example, students were given the assignment to find the area of the gymnasium floor. These students are also given instruction in areas such as creative writing, spelling, penmanship, science, and reading. Students in the preschool program are receiving instruction in the following skills: letters, numbers, colors, shapes, large motor skills, and imagination vs. reality. Teachers are focusing on a variety of social skills as well as academic and physical skills.

Migrant students are provided health screenings and physicals at the local school, and for those who are in need of further attention, eye exams and dental visits are scheduled. Students participate in a variety of educational field trips, including swimming, Hill Air Force Base, The Children's Museum, Dinosaur Park, and the Weber State Planetarium. Within Davis District, there are approximately nine high school and college students who tutor the migrant students in the summer program. In addition to these student volunteers, the school receives support from parents in the way of volunteering on the school bus and on field trips.

Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	9	7	56%
Secondary	5	1	83%
Regular Educ #1	42	11	79%
Regular Educ #2	53	16	77%
Parent Involvement	54	28	66%
Support Services #1	27	6	82%
Support Services #2	101	22	82%
Total	**291**	**91**	**76%**



Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	19	4	83%
Secondary	3	1	75%
Regular Educ #1	23	3	89%
Regular Educ #2	21	5	81%
Parent Involvement	1	0	100%
Support Services #1	42	0	100%
Support Services #2	42	0	100%
Total	151	13	92%

Iron: Seven Desired Outcomes (briefly stated):

1. Parent participation will be reflected by their involvement at the two parent meetings.
2. The secondary students will research, write, publish, and distribute a migrant newsletter to the community.
3. Students will be given the opportunity to participate in at least three major art projects.
4. Students in grades two and above will participate in an SRA reading instruction program.
5. Preschool and kindergarten students will participate in several perceptual readiness activities.
6. All students will receive at least six hours of swimming instruction, provided by Red Cross instructors.
7. All students who attend on a regular basis will complete ten levels of the computerized Number Maze math program.
8. All students will participate in an organized P.E. program.

The Iron Summer Migrant Program has enrolled approximately fifty five (55) students in its program, in which all children are receiving an individualized education. The staff within the school use a variety of teaching styles that fit the needs of all students and specifically the Native American children present at the Escalante Valley Elementary School. The district and school staff in Iron District are thinking ahead and planning new and exciting ideas for the upcoming year. They are currently working with Southern Utah University in setting up a community center which would contain literature about the Native American culture and the best approaches to teaching students representing that culture. The staff at the elementary school should be commended for their efforts.

Students in both the upper and lower elementary grades work in the computer lab for math instruction. Students are given an individualized math program, according to their needs. The teachers provide a variety of activities which promote reading, such as phonics, reading groups, free reading time, "popcorn reading", and reading to the students on a daily basis. Students in the secondary program have created a school newsletter called "Home Visits" in which they write and edit all components of the letter. Teachers have dedicated an entire unit to career awareness, writing resumes, and writing a letter of request, in an effort to prepare students for the real world. Students in the preschool are engaged in a variety of activities to foster both small and large motor skills, including cutting, coloring, writing, jumping, dancing, and singing. Preschool students are read to on a daily basis and given appropriate exposure to written print.

A variety of health services are being offered to the migrant students, such as TB tests, lice screening, and home screenings for health problems. Educational activities are being provided for the students as well, including swimming, physical education, art projects, and a variety of field trips. The school receives parental support on field trips and at the annual parent meetings.

Jordan

Vegetables: onions, garlic,corn, zucchini, pumpkins

Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	8	0	100%
Secondary	N/A	N/A	N/A
Regular Educ #1	4	3	57%
Regular Educ #2	4	3	57%
Parent Involvement	ALL	0	100%
Support Services #1	112	0	100%
Support Services #2	97	3	97%
Total	225	9	96%

Jordan: Seven Desired Outcomes (briefly stated):

1. Students in grades kindergarten through sixth will maintain their reading and math skills.
2. Tutors will be assigned to secondary students throughout the regular year to help maintain passing grades.
3. Pertinent information regarding secondary students and school performance will be maintained on the computer.
4. Students will participate in cultural activities which provide information about their unique heritage.
5. Preschool children will be provided with appropriate tutoring support and develop appropriate cognitive skills.
6. Parents will be kept abreast of their child's education throughout the regular school year and summer program.
7. An educational field trip will be arranged for students.

The Jordan Migrant Program is serving one hundred and twelve (112) students on a daily basis. The number of students enrolled at Midvale Elementary has doubled since last summer. Classes are held every Tuesday, Wednesday, and Thursday, including two different tracks, one in the morning and one in the early afternoon. All teachers and assistants are bilingual which has allowed the students to feel welcome within the school and community. The majority of both students and teachers are present in the community and schools all year, allowing teachers to better assess students' educational needs.

Students in the lower and upper elementary grades have been given the opportunity to practice their reading and math skills on the computer. Some teachers have integrated reading into other subject areas, such as volcanoes. Many of the students are given the opportunity to read authentic literature and participate in activities to strengthen their comprehension skills. Instruction in the secondary program is geared towards students' individual educational needs which have been assessed by the secondary teacher and recruiter. Three secondary students are currently working towards graduation credit with the help of migrant and regular school staff. Preschool children in the Jordan District are served in several different ways: in a classroom at the local school, tutoring at home, placing children in the kindergarten class who are developmentally ready, and in the Head Start Program during the regular school year. In all cases, preschool students are receiving appropriate instructional activities, which include cutting, coloring, drawing, singing, and dancing.

The local school has an exceptional computer lab and library in which the migrant students have been given access. Migrant students and families receive health care through several community health clinics. The school receives good parental support in various ways: at the annual parent meetings, in the classroom (teaching cultural activities), and tutoring at home. There is a positive line of communication between parents and school staff, which is a direct result of the recruiter and staff at the local program.

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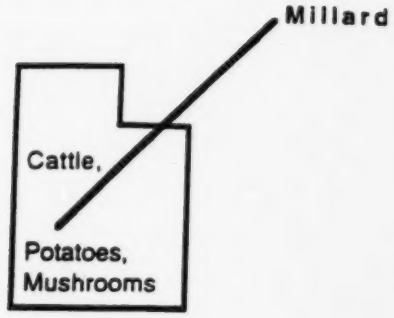
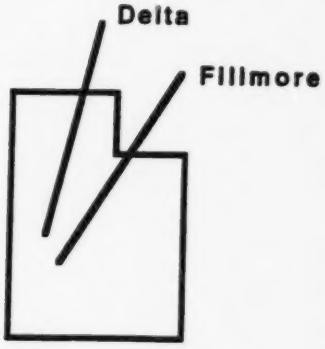




Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	95	13	88%
Secondary	1	3	25%
Regular Educ. #1	124	22	85%
Regular Educ. #2	124	22	85%
Parent Involvement	48	12	80%
Support Services #1	124	22	85%
Support Services #2	124	22	85%
Total	640	116	85%

Millard: Seven Desired Outcomes (briefly stated):

1. All students will receive instruction in math.
2. Students will learn songs and dances, and complete art projects.
3. All students will experience health, dental, and nutritional activities.
4. Secondary students will develop study skills as determined by the P.A.S.S. program.
5. All students will read books or short stories which are age appropriate.
6. Preschool children will improve in areas of language, emotional and social skills, physical, and cognitive skills.
7. Parents of migrant students will visit the school, attend the parent meeting at the beginning of the year, and/or attend the culminating program and dinner.

Millard School District consists of two schools, Fillmore Elementary in Fillmore, and Delta South Elementary in Delta. Both schools are considered an asset to the summer Migrant Education Program. It is felt that the Delta and Fillmore programs are separate and unique entities in which each school is given the independence to operate according to their individual needs. At the same time, both programs are under the direction of the Local Migrant Program Director,allowing positive collaboration to take place between the two schools.

Delta:

Students in the elementary grades are involved with math activities which include precision drill and practice exercises, hands-on activities, and working on the computer to strengthen math skills. The Bookmobile and the availability of books in the classrooms have encouraged students to read. Some students have the opportunity to create a class drama from a previously read book. Secondary students are housed in a building separate from the elementary school. The arrangements to move the secondary students to another location were made in an effort to individualize education for both the elementary and secondary students. Students are involved in an intense math, reading, and writing program. Secondary students also have the opportunity to participate in activities such as singing, dancing, art projects, first aid and CPR training, activities which promote good hygiene and parts of the body. There is an exceptional ratio of teachers to students in the preschool program, allowing all students to receive an individualized education. Students are working on a number of different skills, including computers, art projects, science, math, color, and number recognition.

Delta South Elementary receives support services from approximately ten high school students who are referred to as Sterling Scholars. These students volunteer their time in the classroom, providing activities in areas such as math, science,

Millard Continued....
(Delta)

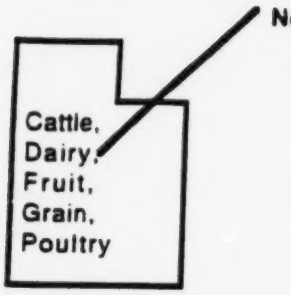
art, music, and dance. The health program at the elementary school involves a variety of activities to help promote good healthy lifestyles. There are a variety of screening services offered by the school nurse and community professionals, such as: lice tests, eye, and hearing tests. Psychological counseling is provided by community professionals to those students who have been referred. There are several parent and grandparent volunteers who help with some field trips, such as bowling and swimming. The recruiter receives help from three mothers in the process of recruiting and gathering information for the COE.

Fillmore:

Students in the elementary grades are receiving an individualized math program according to their educational needs. In the area of reading, students are receiving phonics instruction, reading groups, individualized reading, book reports, and art projects to coincide with reading. Most students in the elementary grades complete writing projects, research projects, and work on the computer. In addition, a special effort is being made by staff members to provide services to a special education student. There are no secondary students enrolled this summer, however, in discussions regarding the P.A.S.S. program, the secondary teacher indicated that all secondary students enrolled during the regular school year are on level with their peers. Students in the preschool program are involved with subjects which include: science, math, reading, health, and art. Curricular topics such as reading, health, and art have been integrated to give the students a holistic approach to education. Preschool children have been given the opportunity to participate in physical activities which promote the use of large and small motor skills. It was noted that teachers throughout the program continuously fostered positive self-esteem with all students in the program.

The school nurse provides a variety of health activities to students in the migrant program, including lice screenings, and training to promote good health habits. Students have been given the opportunity to participate in several field experiences, such as swimming, visiting the local jail, government offices, and doctors' offices. These field experiences have provided a valuable education to the children, an education sometimes not possible if experienced in the classroom. Parental support is evident at the parent meetings held twice during the summer. Parents are engaged in the planning and implementing of the annual parent meetings. There is one mother who volunteers her time in the lower elementary grades, and other parent volunteers who spend time in the classroom when they are needed.

The Millard Migrant Program is running smoothly. The staff at both schools collaborate well with each other under the leadership of the LEA Migrant Director.



Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	18	2	90%
Secondary	47	8	85%
Regular Educ #1	51	8	86%
Regular Educ #2	45	11	80%
Parent Involvement	3	0	100%
Support Services #1	2	0	100%
Support Services #2	1	0	100%
Total	167	29	85%

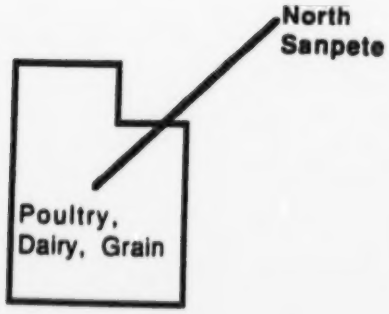
Nebo: Seven Desired Outcomes (briefly stated):

1. Secondary students will use the technology lab and complete a project using skills learned in the program.
2. Preschool students will improve in the areas of physical, cognitive, communication/language, and social-emotional growth and development.
3. Secondary students will be given the opportunity to work towards graduation credit (specifically in geography).
4. Students in grades K-6 will improve in reading, literature, comprehension, writing, and math skills.
5. Students will receive keyboarding instruction, and students grades 8-12 will receive instruction in Word Perfect.
6. Parental involvement will be improved by doing the following: parent orientation meeting at the school, parent meetings, back to school night, and home visits by staff.
7. Secondary students will rotate and prepare nutritional lunches on a daily basis and serve their fellow students.

The Nebo Migrant Program is serving one hundred twenty five (125) elementary and preschool students, and fifty four (54) secondary students on a daily basis. In addition, the local site is serving two migrant students who are in need of special education. The program operates in two different school buildings. Parkview Elementary serves students preschool through fifth grade. Sixth through twelfth grades are held at Payson Junior High School. The SEA felt it was a positive choice to separate the secondary students from the elementary students. The separation was made out of respect and consideration for all students involved.

All classes in the elementary grades have a low student-teacher ratio which allows all students to receive an individualized education. Students are involved with activities which include science, reading, math, writing, computers, art, physical education, and typing. All students in the program have access to library books within the school, allowing the students to check out books once a week. In the secondary program, there is a 60% increase in attendance from last year. Secondary students are given the opportunity to earn .25 credits in each of the following subjects: geography, science, math, physical education, English, woods or metals shop, home economics, and drivers education. Preschool students are learning colors, numbers, letters, painting, free play, and positive social interaction with teachers and other students.

All teachers in the Nebo program are either bilingual or currently receiving spanish instruction on a daily basis. The program receives support from community "Grandma Volunteers" who are present in every classroom on a daily basis. Support comes from other community agencies as well, such as The Red Cross, community churches, and the Health Dept. The program receives parental support at the annual meetings, giving input towards the program, and assisting in the health screenings and physicals which take place at the local site.



North Sanpete: Desired Outcomes (briefly stated):

1. Preschool students will improve social and academic skills.
2. Parental involvement at the parent meeting will be improved. A parent survey will be completed regarding the success or needed improvements of the program.
3. Secondary students will work towards graduation credit.
4. Students will be supported with a health clinic and a variety of educational field trips.
5. School staff will work toward building student self-esteem.
6. Students in grades 1-12 will improve math skills.
7. Students in grades 1-12 will improve reading skills.

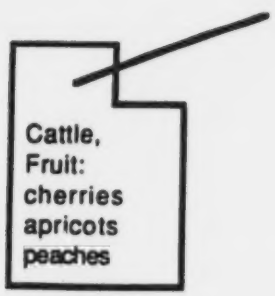
The North Sanpete Migrant Program has enrolled twenty three (23) new families into its program. The District now has enroll one hundred ninety five (195) students with an average of one hundred five (105) students attending on a daily basis. The thre levels of students, which include preschool, elementary, and secondary, are housed in three separate buildings. The team ie it was a positive choice to separate the migrant students according to age level. The migrant students, who are often overlooked in our society, have been welcomed into the school buildings in North Sanpete and treated as if they were at home. The availability of these facilities is truly a unique situation in t state migrant programs. The State Office Of Education wishes tc applaud the administration, staff, and all others who make it possible for migrant students to have access to North Sanpete High School, Mount Pleasant Elementary, and the Preschool Building for the North Sanpete District.

Teachers in the elementary grades have provided a "language rich" experience which encourages students to actively listen, speak, read, and write in English. Reading groups, combined with writing activities and problem-solving strategies, are used in some instances. Math manipulatives are being used with all students throughout the program. Students in the secondary program are currently working towards graduation credit in math and English. Secondary students are involved with high interest activities, such as problem solving, applied mathematics, computers for writing and math, and public speaking. Preschool students are involved with hands-on activities which foster small and large motor skills, including dancing, singing, jumping, clapping, coloring, cutting, gluing, learning colors, numbers, and shapes. Students are learning colors, numbers, and shapes through integrated activities, as well.

All students receive health services, including screenings and complete health physicals. Students are participating in a variety of educational field experiences, each having an educational objective, including Geneva Steel, Bear Canyon, BYU Bean Museum, and swimming twice a week. The school receives support from parents at the annual parent meetings, interpreting services in Spanish, catering services for the end of the year dinner and meeting, and volunteering for field trips.

Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	33	5	87%
Secondary	30	35	46%
Regular Educ. #1	77	58	57%
Regular Educ. #2	70	55	56%
Parent Involvement	251	35	88%
Support Services #1	123	6	95%
Support Services #2	262	88	75%
Total	**846**	**282**	**75%**



Desired Outcomes

Desired Outcome	Achieved	Not Achieved	% Achieved
Early Childhood	27	2	93%
Secondary	18	22	45%
Regular Educ. #1	190	0	100%
Regular Educ. #2	N/A	N/A	N/A
Parent Involvement	80	20	80%
Support Services #1	446	0	100%
Support Services #2	115	0	100%
Total	876	44	95%

Ogden: Seven Desired Outcomes (briefly stated):

1. Parents will receive information regarding tutoring.
2. The preschool will collaborate with Weber State University to provide students with an appropriate education, and to provide a classroom for student teachers.
3. Secondary students will work toward graduation credit.
4. All students will improve reading skills.
5. All students will improve math skills.
6. Transportation will be provided to all students to and from the migrant site.
7. Breakfast, lunch, snack will be provided on a daily basis.
8. Students will receive instruction in science, social studies, art, and music.
9. The program will provide health services for all students.

Ogden School District is the largest summer Migrant Program in the state of Utah. On average, there are 330 migrant students attending the program. The staff at Dee Elementary should be commended for consistently providing a beneficial and positive education for migrant children in the Ogden School District.

Students in the elementary grades are receiving a phonics program which includes reading groups as well as the integration of writing. Math manipulatives are being used by teachers in all grade levels throughout the program. Students receive "real life" math experiences, allowing students to understand the importance of mathematics in realistic situations. Secondary students have the opportunity to work towards graduation credit in the following areas: English, American history, algebra, geometry, biology, and world civilization. Four students are currently enrolled in the P.A.S.S. program, working towards graduation credit. Vocational training and college education have been discussed with students at the local site, regarding educational plans and possible career goals. There are two preschool classes at the local site, each containing twenty (20) or more children. Preschool children are taught responsibility and appropriate social behavior with other children. Teachers are providing activities to foster academic, physical, and small/large motor skills. Teachers meet weekly to discuss student progress and assessment, adjusting objectives for each child according to their educational needs.

The Ogden Program is to be commended on the superb collaboration with the community and Weber State University (WSU) in providing support services to the students. Some of the services include six student teachers by WSU; dance, theater and visual arts classes offered from WSU; JTPA (Job Training Partnership Act) program at the school; Weber County Library System along with RIF (Reading Is Fundamental) which provides free books to the students. The program receives support from parents at the annual end-of-the year meeting and in the secondary classrooms as volunteers.

How Does The SEA Support The Local Migrant Programs?

The SEA provides ongoing training, inservice, technical assistance, and other support services to the ten local programs. Assistance is readily available for questions on eligibility, filling out forms correctly, or helping with individual problems. Some of the activities sponsored, facilitated, or attended by the SEA are shown below.

Location/Date	Participants	Objective
Salt Lake City Clarion Hotel April 22, 1993	Local Directors and Recruiters SEA Migrant Staff	To provide inservice and training regarding forms and procedures for the coming school year, early childhood education, community resources, and administration coordination.
Orem, UT Alpine S.D. July 22, 1993	LEA staff, SEA staff, migrant parents	To provide training and inservice for parents.
Bear River, UT Box Elder S.D. July 27, 1993	LEA staff, SEA staff, migrant parents	To provide training and inservice for parents.
Midvale, UT Jordan S.D. July 31, 1993	LEA staff, SEA staff, migrant parents	To provide training and inservice for parents.
Ogden, UT Ogden S.D. August 4, 1993	LEA staff, SEA staff, migrant parents	To provide training and inservice for parents.
Informal phone calls throughout the summer	State Director State Recruiter LEA migrant staff	Helping with local migrant LEA problems
Salt Lake City Howard Johnson Jan. 25, 1993	Local Directors Site Directors	Health clinics, early childhood education, Migrant Head Start, Private Industry Council, and Community Resources.

Where Can More Information Be Obtained?

The Migrant Education Program in Utah is coordinated and directed from the Utah State Office of Education. For more information, please contact the Migrant Education Office:

Utah State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801-538-7720)

APPENDICES

Parent Activities

Volunteerism	
Parents in Schools	71
Parents on Field Trips	102
Parents Helping Recruit	35
Other Volunteers	43
Volunteer Hours	2276

Parents Participating in Input Processes	
Decision Making	310
Problem Solving	300
Program Planning	379

Other Parent Activities	
Parents Involved in At-Home Learning Activities	185
Parent Responses to School Communications	559
Parent Visits to Classes	403
Parents Employed by LEAs	10

Parent Meetings Held	
Back-to-School Night	33
Open House	7
Student Programs	10
Parent/Teacher Conferences	18
Luncheons	10
Parent Workshops	4
Other	51

Parents Attending Meetings	
Back-to-School Night	382
Open House	154
Student Programs	368
Parent/Teacher Conferences	178
Luncheons	310
Parent Workshops	83
State PAC Meetings	364

Home Contacts by Teachers

General Contacts	
Flyers	517
News Letters	8
Calendars	251
Class/School Policies	55
Meeting Notices	405
Handbooks	1735

Personalized Contacts	
Phone Calls	1008
Notes	435
Personal Visits	1088
Student Progress Reports	20
Discipline	42
Health Regulations	584
Suggestions for Helping Children	37
Notice of Absences	11
Notice of Academic Difficulty	34

Home Contacts by Recruiters

General Contacts	
Flyers	517
Calendars	251
Class/School Policies	5
Meeting Notices	405
Handbooks	1330

Personalized Contacts	
Phone Calls	512
Notes	435
Personal Visits	1088
Student Progress Reports	20
Discipline	42
Health Regulations	584
Suggestions for Helping Children	37
Notice of Absences	456
Notice of Academic Difficulty	34

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The Migrant Education Program in the State of Utah served 2,045 students during 1993. The following demographic data reflect the composition of migrant students served in Utah.

Gender

	Number	Percent
Male	1084	53%
Female	961	47%
Total	**2,045**	

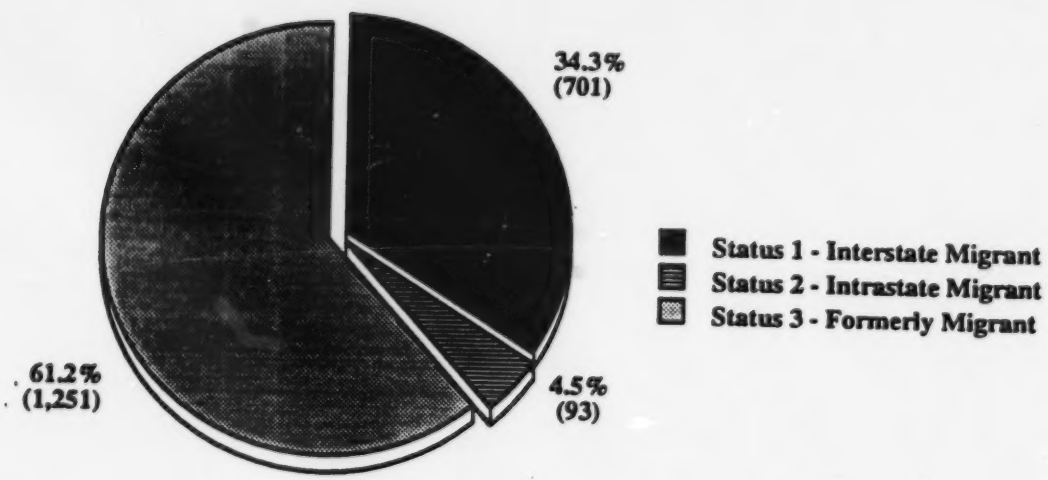
Race / Ethnic Origin

	Number	Percent
Hispanic	1817	88.9%
American Indian or Alaskan Native	22	1.1%
White (not Hispanic)	107	5.2%
Asian or Pacific Islander	99	4.8%
Total	**2,045**	

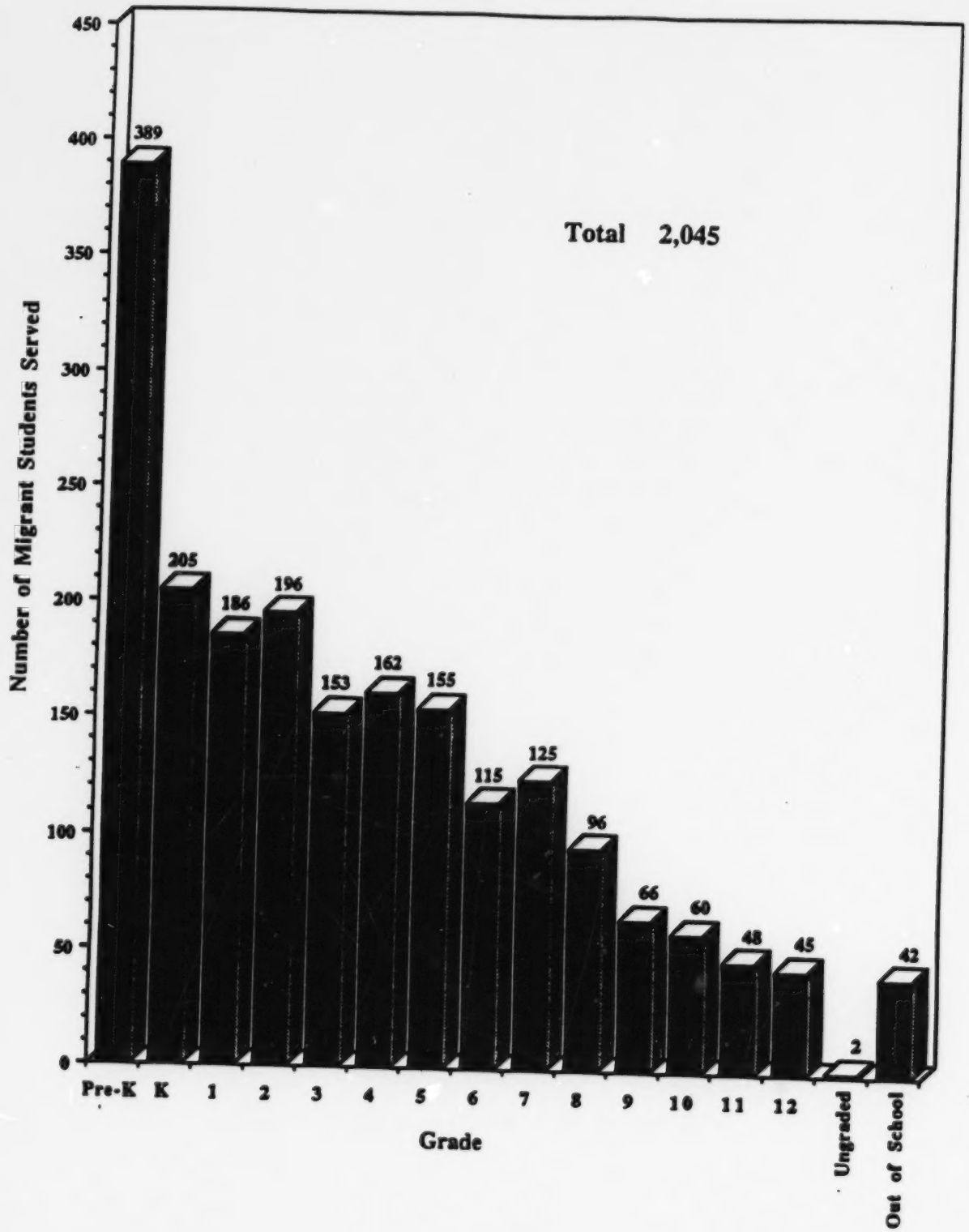
Students with Disabilities

	Number
Male	15
Female	12
Total	**27**

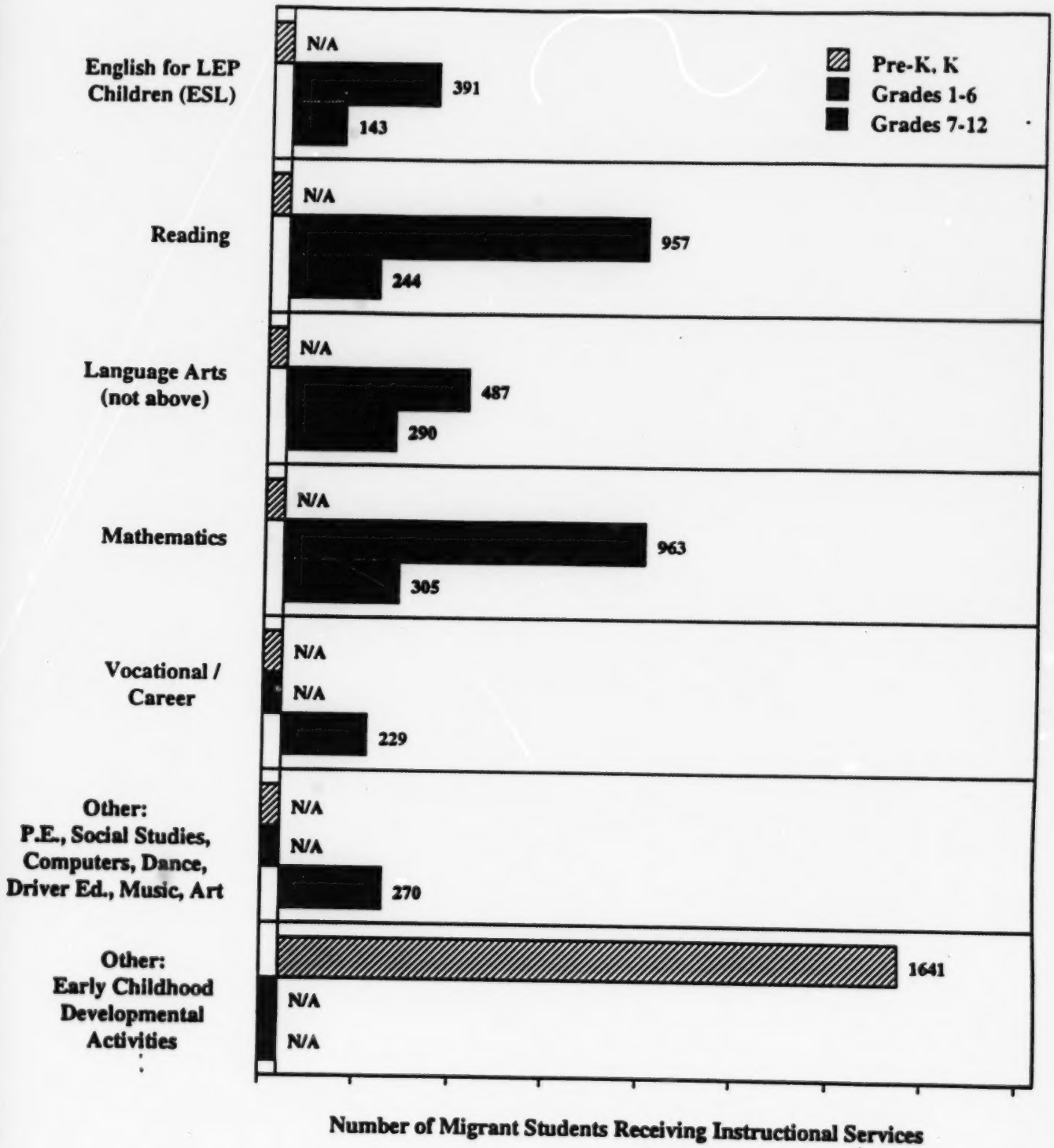
Status of Migrant Students



Students Served by the Utah Migrant Education Program (1993)



Instructional Services Provided by the Utah Migrant Education Program (Summer 1993)



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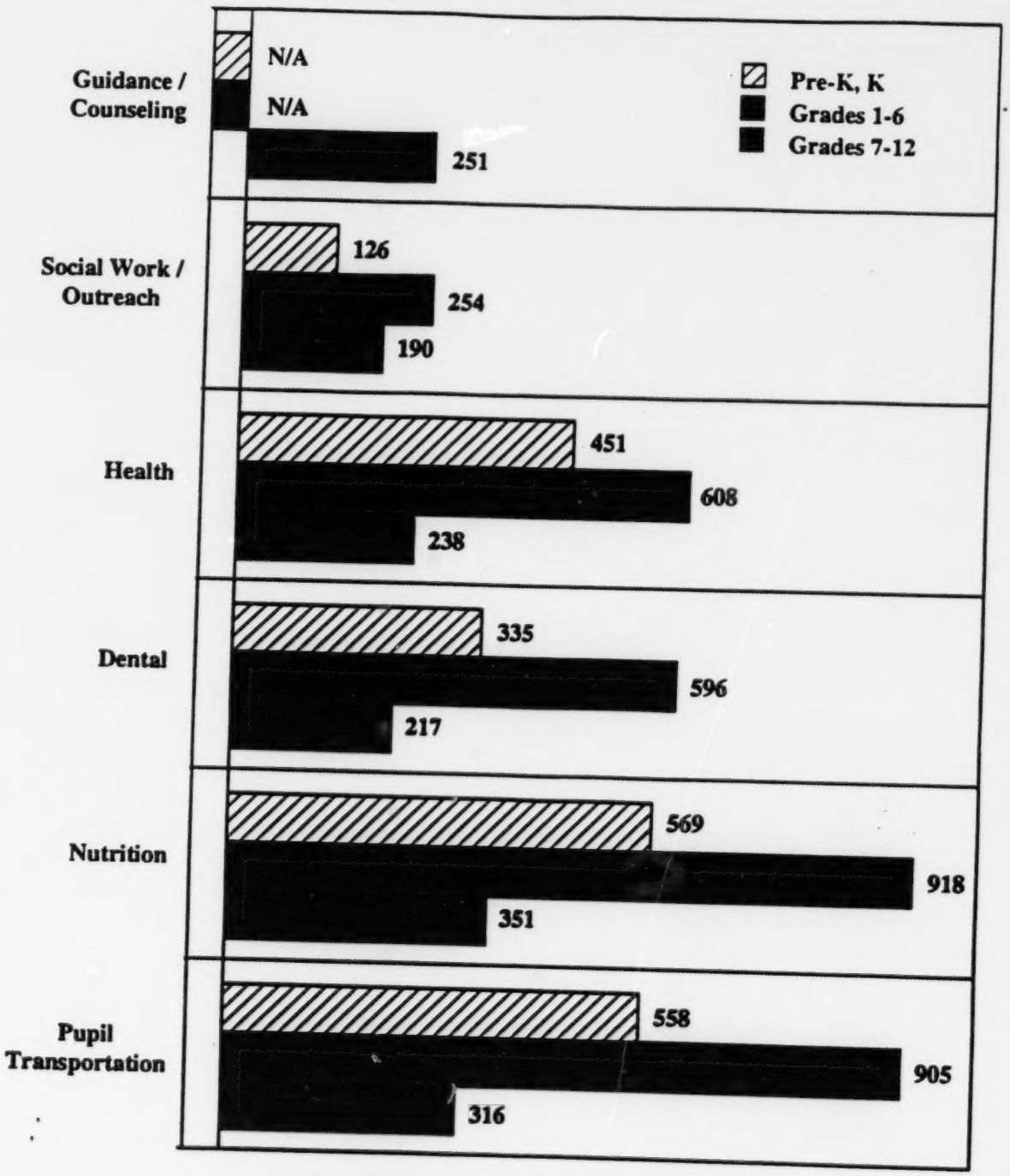
Support Services Provided by the Utah Migrant Education Program (Summer 1993)



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State Profile of Desired Outcomes
Utah Migrant Program
Summer 1993

	Early Childhood	*Secondary*	*Regular Education #1* Reading	*Regular Education #2* Math	*Parent Involvement*	*Support Services #1*	*Support Services #2*	*Total*
Alpine								
Achieved	117	81	153	153	150	300	81	1035
Not Achieved	12	6	28	28	30	52	10	166
Box Elder								
Achieved	5	29	135	135	185	164	656	1309
Not Achieved	4	12	133	103	150	148	459	1009
Cache								
Achieved	63	9	121	86	65	65	150	559
Not Achieved	17	8	19	54	75	75	0	248
Davis								
Achieved	9	5	42	53	54	27	101	291
Not Achieved	7	1	11	16	28	6	22	91
Iron								
Achieved	19	3	23	21	1	42	42	151
Not Achieved	4	1	3	5	0	0	0	13
Jordan								
Achieved	8	–	4	4	–	112	97	225
Not Achieved	0	–	3	3	–	0	3	9
Millard								
Achieved	95	1	124	124	48	124	124	640
Not Achieved	13	3	22	22	12	22	22	116
Nebo								
Achieved	18	47	51	45	3	2	1	167
Not Achieved	2	8	8	11	0	0	0	29
North Sanpete								
Achieved	33	30	77	70	251	123	262	846
Not Achieved	5	35	58	55	35	6	88	282
Ogden								
Achieved	27	18	190	–	80	446	115	876
Not Achieved	2	22	0	–	20	0	0	44
State Total								
Achieved	**394**	**223**	**920**	**691**	**837**	**1405**	**1629**	**6099**
Not Achieved	**66**	**96**	**285**	**297**	**350**	**309**	**604**	**2007**
Percent Achieved	**85%**	**69%**	**76%**	**69%**	**70%**	**81%**	**73%**	**75%**

Scott W. Bean
State Superintendent of Public Instruction

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